



ORMISTON
SIX VILLAGES
ACADEMY



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) INFORMATION REPORT

Approved by the IEB: May 2017
Date of next review: September 2017

1. How does the Academy know if children need extra help and what should I do if I think my child may have special educational needs?

Students have a learning difficulty (Special Educational Needs) if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age;
- Have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for students of the same age.
- This definition is taken from the [SEND Code of Practice 0-25 years](#) (DfE, 2014)

Students will be identified using:

- All students tested in reading and writing within first term of Year 7;
- Information from parents;
- Statements of SEN, Education, Health and Care plans, other records of SEN, PSPs etc.
- Baseline data from routine testing;
- Information from previous schools;
- Liaison with primary schools from Year 5 onwards;
- Attending case conferences and review meetings;
- Testing of students joining the school (other than at transition);
- Identification by subject teachers, form tutors and teaching assistants.

Students with SEND will be monitored and progress checked by:

- Ongoing teacher assessment and evaluations;
- Routine testing;
- Through discussion with the student;
- Through consultation with parent(s)/carer(s) to listen to their views on the progress of their child;
- Through consultation with external agencies working with the student and/or family;
- Observations from teaching assistants on progress towards targets.

How do I contact the Academy?

- Every child is a part of a Tutor Group (with students from the same year) and Learning Community (With students across years 7-11).
 - The first point of contact for everyday matters should be your child's tutor
 - For more significant concerns, contact should be made with the Director of Learning
 - For specific concerns regarding a child's SEND status or provision, please contact Mr D Ball, Inclusion Lead.
- The work completed by the Learning Support team is co-ordinated by the Lead Mr Ball dbl@ormistonsixvillages.org.uk
- The Inclusion Lead is responsible for co-ordinating support for students with Inclusion additional learning needs and for ensuring that policies and procedures are being successfully implemented across the academy;
- The school switchboard number is 01243 546800

2a. How will Academy staff support my child/young person?

The Academy uses a range of support packages to help students to make progress, these can include –

- Teaching staff aware of student's needs – ensuring an appropriate level of challenge

within lessons

- In class support from highly trained teaching assistants;
- Small group or one to one support on literacy and numeracy;
- Providing catch-up opportunities after school;
- Offering computer-assisted programmes to improve literacy and numeracy;
- Sharing strategies with staff that will help in lessons;
- For students with statements or Education, Health and Care plans guidance towards Post 16 pathways begins through the Transition Plan. Initial careers planning takes place through informal discussions with the students and their parents;
- Examination special arrangements are designed to ensure access for students with certain disabilities and learning difficulties without giving them an unfair advantage. Consideration for special arrangements is given with reference to guidance and regulations of exam boards and QCA. Decisions about special arrangements and disapplication are made by the Principal following recommendations from the SENCO. Once special arrangements have been granted it is the responsibility of the Examinations Officer to ensure they are implemented.
- A member of the Interim Executive Board is responsible for working with the Inclusion Lead to ensure that Learning Support is performing well and meeting statutory requirements. The member of the IEB meets regularly with the Inclusion Lead and visits the Academy to monitor the effectiveness of the systems in place;
- Specific parents evenings are timetabled for all students with additional educational needs as well as the subject specific consultation evenings;
- The Inclusion Lead can be contacted at other times to discuss any concerns.

2b. How do we monitor the effectiveness of the support provided?

As part of our normal monitoring cycle, reports are sent home to parents / carers 6 times per year. Parents/carers, students and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the “assess, plan, do, review” model and ensure that parents/carers and the students themselves are involved at every stage.

Assess – This involves taking into consideration all the information from discussions with parents/carers, the student and their teachers and support staff.

Plan – At this stage barriers to learning are identified, along with intended outcomes and details of the additional support that is to be provided.

Before any additional provision is chosen, the Inclusion Lead, parent/carer and student agree what their expectations are, in terms of improvement, following this intervention. A baseline will be recorded which can be used to measure the impact of the additional provision.

Do – The additional support is put into place.

Review – The impact of the extra support is considered and measured and any changes which may need to be made are discussed.

Students, Parents/carers and learning support staff as well as other relevant outside agencies will be directly involved in reviewing progress. The review can be built into the intervention itself or a formal meeting can be held, where progress and next steps are discussed.

If a student has an EHCP (Education, Health and Care Plan) the same review conversations take place, but the EHCP will also be formally reviewed annually.

Intervention strategies are closely monitored for impact. The Assistant Principal with responsibility for SEND regularly reports to the Link IEB member regarding the attainment and progress of students with SEN and a more detailed report is also provided on an annual basis.

Analysis of SEND student performance data may include:

- Progress and attainment
- % achieving end of key stage targets, or making at least expected progress towards these targets
- Number of exclusions
- SEND attendance
- Number of students moving onto or off the SEND register
- Number of students with an EHCP
- Lesson observations involving SEN students
- Feedback from teachers, support staff, parents and student
- Evidence of impact of SEND training for SEN staff

3. How will the curriculum be matched to my child's needs?

- All students follow a broad and balanced curriculum which meets the requirements of the National Curriculum;
- Lessons are differentiated to ensure that all students are challenged within their learning;
- Differentiation is a target on the whole school development plan which ensures that it is a priority for all staff when planning and delivering lessons;
- There is a wide range of extra-curricular activities on offer for all students at Ormiston Six Villages. These take place at lunch and after school and aim to introduce students to new activities or build on skills and knowledge gained in lessons.

4. How will both you and I know how my child is doing and how will you help me to support my child's learning?

- Assessment data is sent home every term, this will show attendance, attitude to learning, homework and also progress towards targets;
- Every child will receive an annual report on progress;
- Parent consultation evenings for each year group, allowing opportunities to discuss progress with subject staff;
- Additional parent evening meetings for students with additional educational needs;
- Progress will also be discussed at Annual Reviews and any other review meetings throughout the year.
- Additional study evenings aimed at improving parental knowledge in how to support learning and progress at home.

5. What support will there be for my child's/young person's overall well-being?

Overall well-being of students is a priority for Ormiston Six Villages; we believe that children make the best progress when they are happy, confident and focussed with a positive state of

mind. We use the following strategies to ensure student well-being -

- Every child belongs to a form class with a consistent form tutor. This allows the student to develop a positive relationship with their tutor group and tutor;
- The Director of Learning is responsible for the welfare of all of the students within their year group;
- The tutor and the Director of Learning should be the first point of contact for any pastoral issues;
- Personal, Social and Health Education (PSHE) is part of the school curriculum as is Physical Education. Both subjects encourage student responsibility and awareness of the qualities of a good citizen;
- The Academy has a number of qualified First Aiders who work on a rota basis;
- Any specific medicines are stored in a locked cabinet within an office; students and parents / carers are informed of the procedures when appropriate;
- The Academy has a home to school attendance officer to support families in improving attendance;

6. What specialist services and expertise are available at or accessed by the Academy?

Ormiston Six Villages works with the local authority and all of the local agencies to ensure that we provide the best possible opportunities. We work very closely with our partner Primary schools all year round and not just at transition time. We also work with the local 6th form college and the SEND training provider **Novio**.

- Fully qualified teachers;
- Speech and language trained Teaching assistants;
- English as an additional language trained Teaching assistants;
- SENCo completed National Qualification for Special Educational Needs Co-ordination;
- Trained Mentors, counsellors and Bereavement counsellors;
- Full range of local agencies and services including CAMHS, EP, SALT, EMAT;
- Self Esteem and Anger Management Courses run for students, provided by external agencies;
- Fully trained staff running Early Help Plans to support students and families;
- A comprehensive list of agencies in the local area can be found on the **Novio** website - [Novio Support](#)

7. What training are the staff supporting children and young people with SEND had or are having?

- TAs receive regular training on a range of SEND topics and school based issues, including Child Protection and Safeguarding. All staff are invited to attend the training;
- Relevant outside training courses as appropriate including EAL, S& L, First Aid etc;
- Inclusion Lead delivers training to whole staff on developments within SEND;
- SENCo completed national qualification;

- Staff meet with other professionals on a regular basis to discuss best practice;
- Staff trained to assess for exam access arrangements.

8. How will my child be included in activities outside the classroom including school trips?

- Ormiston Six Villages is an inclusive Academy in which all children are valued as individuals;
- We run a wide range of extra-curricular activities which are open to students; this list is available on the Academy website;
- A late bus operates from Monday to Thursday (serving limited areas) which allows students to attend additional curriculum sessions or sporting activities;
- All National Curriculum activities/trips will include all children as appropriate;
- If parents / carers have specific concerns over school trips they are requested to contact the trip leader as soon as possible;
- Consent forms and medical forms sent to parents in advance of trip;
- Staffing for trips is carefully considered to ensure that the needs of the children are met at all times.

9. How accessible is the Academy environment?

- Significant improvements in visual environment;
- Accessible toilets and 2 disabled toilets;
- 2 lifts providing access to upper floors;
- Wheelchairs can access all areas;
- TA trained in English as an additional language (EAL)– works with EMAT to communicate with EAL parents.

10. How will OSVA prepare and support my child during the transition to and from the Academy?

Transition to:

- Staff visit primaries to meet students in their setting and talk to primary SENCo;
- Transition day (whole year group) covers all major subject areas;
- Specific transition based activities targeting particular groups of students;
- SENCo part of local cluster group with Primary SENCos to share information;
- SENCo attends Annual Reviews from January of year 6;
- Summer school for targeted students;
- SENCo and other staff meet all students with Additional educational needs prior to beginning year 7;
- Additional transition days for students with SEND to increase confidence and socialisation.

Transition from:

- Link with Chichester college;

- Transition visits arranged including use of transport to reduce anxiety;
- SENCo meets with college SEN team on termly basis;
- Efficient flow of information from Ormiston Six Villages to further education establishments to ensure that support plans are transferred effectively;
- College SEN staff come into school to see students;
- College staff attend Annual Reviews in year 11;
- Careers advisors provide information for students and careers lessons;
- Careers lessons and fairs for students;
- Transition plans in place for statemented students.

11. How are the Academy's resources allocated and matched to children's special educational needs?

- TAs employed are highly trained to meet students' needs;
- TAs allocated to support learning in class as well as withdrawing students for one to one or small group work as appropriate;
- CPD to ensure high quality teaching of all students;
- Students targeted with specific software packages to aid progress in literacy;
- Use of alpha smarts (word processors) for appropriate students.

12. How is the decision made about what type and how much support my child will receive?

- Any child with a Statement Of Special Educational Needs or an Education, Health and Care Plan will receive the support as recommended within that document;
- Inclusion Lead and TAs decide on level of support, initially based on information from primary school and IEPs (Individual education plans);
- Teachers analyse data and performance then Heads of Departments/SENCo liaise to allocate appropriate support;
- Outside agencies will be consulted if necessary;
- Data analysis provides impact of support package;
- TAs monitor, track and log progress of specific students. This is discussed by the Learning Support team on a regular basis;
- Parents / carers are invited to attend specific SEND parents evenings as well as subject consultations;
- Contact can be made with the Inclusion Lead if required at any point within the academic year.

13. How are parents involved in the Academy? How can I be involved?

- Parents invited to meetings as and when necessary;
- Parents given pre meeting information sheets to express thoughts and opinions;
- Community Leaders, Tutors and SENCo maintain regular contact with parents via letters, phone calls and email;
- Friends of Six Villages group – partnership between the academy and the community

working, together to improve the learning experience and parental involvement;

- Information can also be found on the school website;
- Parent forum set up for SEND as well as information evenings to gain subject support.

14. Who can I contact for further information?

- SENCo, Form Tutor, Director of Learning or subject teacher can be contacted either by phone, email or letter;
- The Principal has an open Surgery every Tuesday from 4pm. No appointment is necessary.

Ormiston Six Villages Academy works in conjunction with the Local Authority and therefore a wide range of external agencies and professionals.

The leading provider of support and advice within the area is **Novio**. On the **Novio** website you will find comprehensive information regarding SEND within our area as well as links to a significant range of external agencies.

The **Novio** website can be accessed here - [Novio Support](#)

Novio is a collaborative setting to setting network.

Novio aims to support 0-25 years olds with special educational needs and disabilities to have successful placements in mainstream settings.

Support is provided through staff training and development and by sharing information and advice.

Novio is led by Fordwater, St. Anthony's, Littlegreen Schools and The Blue Flag Alliance and operates within Area A in West Sussex.

The name Novio is taken from "Noviomagus Reginorum" the old Roman name for Chichester meaning "new market place" to resonate with proposed SEND Local Offer legislation.

The West Sussex Local Offer can be found here –

[West Sussex County Council: Local Offer](#)